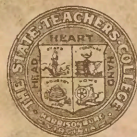

THE VIRGINIA TEACHER

June, 1926



MARY SINTON LEITCH

THE POETRY SOCIETY OF VIRGINIA

VIRGINIA COMPOSERS

HELEN M. WALKER

INTERSCHOLASTIC PRESS ASSOCIATIONS.....DORIS PERSINGER

OUR WILD FLOWER SHOW

LOUISA PERSINGER

MARIE F. ALEXANDER

ENGLISH NOTES

BOOK REVIEWS

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THE VIRGINIA TEACHER

VOLUME VII

JUNE, 1926

NUMBER 6

CONTEMPORARY VIRGINIA COMPOSERS

VIRGINIA has about thirty composers of recognized merit, although she is scarcely aware of their existence. Not even our prominent musicians know of them, and the composers themselves do no seem to know their contemporaries.

Should anyone wish to know who the Virginia composers are, he would probably find many difficulties in his search, for no books nor magazine articles have been written concerning this subject.

In searching for the material for this paper, I have written to the composers themselves, thus obtaining first-hand information. Those who graciously replied to my requests for material are indicated in the list by an asterisk before the name.

This list of Virginia's composers came from Mrs. James H. Hirsch of the National Federation of Music Clubs; she in turn obtained it from Mr. C. M. Tremaine, director of the National Bureau for the Advancement of Music. The list follows:

- Hans L. Bilger, Roanoke
- Charles Borjeo, Norfolk
- *Annabel Morris Buchanan, Marion
- W. J. Burleigh, Petersburg
- Alice Cornelius, Collands
- Ernest Crosby, Richmond
- *Evelyn M. Davis, Stewart
- *Arthur Fickenscher, Charlottesville
- Mrs. Ward Freeman, Norfolk
- J. Lamont Galbraith, Richmond
- Katherine Miller Gunn, Richmond
- *William Edwin Haesche, Hollins
- F. Flaxington Harker, Richmond
- Kathleen Kelly, Bristol
- *Wythe Leigh Kinsolving, Richmond

- *Janie MacMillan Lewis, Fredericksburg
- *Leslie Loth, Richmond
- *Carrie Norvall, Bristol
- *John Powell, Richmond
- *Harry Rogers Pratt, Charlottesville
- *Eugen Putnam, Danville
- Catherine Roberts, Lynchburg
- Virginia Roper, Norfolk
- Sam Simmons, Norfolk
- *Samuel Sours, Chatham
- Harry Vanderhersch, Norfolk
- *Charles Insco Williams, Fredericksburg

ANNABEL MORRIS BUCHANAN

Annabel Morris Buchanan (Mrs. John P. Buchanan) has written a number of art songs, sacred songs, and encore songs. Some have been used by concert artists, among them Miss Marie Tiffany, Miss Sue Howard, and Miss Louise Stallings. Mme. Francesca Zorad and Mr. Charles Marshall have accepted the dedication of several. Mrs. Buchanan was a pupil of Chas. W. London, of London Conservatory, Dallas, Texas, where she had a full course in piano, violin, and theory. After her graduation in 1907 she had special courses in piano with Edward Baxter Perry and Emil Leibling. After studying alone for some years she went to New York for courses in composition with Dr. Cornelius Rybver, and in organ with Dr. William S. Carl. Some of her best known songs are *Come, Pansies*, and *Peace*, published by H. W. Gray & Co.; *Tonight*, published by Hinds, Hayden and Eldredge; *A Place of Dreams* and *An Old Song* and *The Lamp* published by the Edward Morris Publishing Co.

EVELYN M. DAVIS

Mrs. Evelyn M. Davis, a semi-classical song writer, has written the music to a num-

ber of poems by our modern poets. Among them are *The Road to Home* by Joyce Kilmer; *All in the Day's Work*, by Edgar Guest, and *Can't Help Thinking*, also by Guest.

Mrs. Davis received her musical education under Mrs. Ernest Trent of Washington, and Professor Jacob Reinhard of Richmond, graduating from Woman's College with the B. M. degree.

ARTHUR FICKENSCHER

Arthur Fickenschier, head of the McIntire School of Music of the University of Virginia, has not only been lauded at home, but he has won the praise of German critics for his composition, *Willowood*, written for voice, violin, and piano. One critic wrote, "This work shows power in the handling of all the mediums, coupled with a poetic gift seldom heard in our modern music." Another said, "Strength, beauty, and musicianship are combined in a composition of rare melodic outline and subtle harmonization, which, however, never becomes too involved."

Professor Fickenschier is now working on a symphonic poem for the augmented orchestra, and about forty minutes will be required to play this composition.

WILLIAM EDWIN HAESCHE

William E. Haesche, of Hollins, has won an important place among American composers. After graduating from Yale with a B. M. degree, he studied violin with Bernard Listmann, piano with Ernest Perabo, and composition and theory with H. W. Parker. He was one of the organizers of the New Haven Symphony Orchestra. At present he is in charge of the theoretical courses at Hollins College.

His orchestral works are *A Faust Idylle*, *Frudthjox*, and *Inglebord* (symphonic poem and prize composition). *Springtime* (overture), *Symphony in A-flat*, *Young Lovel's Bride* (women's chorus and orchestra), a symphonetta in four movements, and

The South (symphonic poem). Other compositions are *Sonata in E Minor* for violin and piano (prize composition), pieces for piano and violin, as well as songs and anthems.

WYTHE LEIGH KINSOLVING

A composer unique in the type of work he produces is Wythe Leigh Kinsolving, of Richmond, a writer of sacred music, marches, waltzes, and music for pageants. He has written *University of Virginia March*, *Virginia Waltz*, *Reverie*, *Two Bright Eyes*, *The Sea Dream*, *Violets*, and *My Little Lady*. The first two have been published by the Music Publishing Co. of Philadelphia. He has also written the original pageant music used in St. Paul's Church at Jackson, Mich.

JANIE MACMILLAN LEWIS

Janie MacMillan Lewis (Mrs. H. Warder Lewis) is a writer of semi-classic and patriotic songs. She has had four of her songs published herself. They are *The Pride of Our Country*, *Dear Heart When Near Thee*, *Why Me?*, and *I Love You, Virginia*. The last song, a new state song, has been used by Mrs. Perkins, former president of the Virginia Federation of Music Clubs, at Petersburg during the convention.

LESLIE LOTH

A composer who has won international fame because of his pianistic and creative abilities is Leslie Loth. His studies in piano and composition have been pursued in both Europe and America. However, he, like most artists, is self-taught.

His compositions are about three hundred in number and are published by G. Schirmer, Oliver Ditson Co., John Church Co., Carl Fischer, White-Smith, Clayton F. Summy, Arthur P. Schmidt, Theodore Presser Co., Enoch & Sons, Composers Music Corporation, American Composers, Inc., Edward Schuberth & Co., Hatch Music Co., Willis Music Co., C. C. Church, and Boston Music Co.

His works range from easy teaching pieces and other teaching material to large orchestral works for concert performances. Among them are works for the piano, voice, violin, and trio, as well as operettas, quartets, and orchestral compositions. Those for the piano range from imaginative works for young pianists to brilliant concert numbers for the virtuoso.

Mr. Loth's first symphony was first produced in Breslau, Germany, in 1914. Other symphonic works and smaller works have been played in both America and Europe.

The *Schlesische Zeitung* of Breslau says of his *First Symphony*, "The composer employs a rich variety of mood pictures. In building up and developing climaxes he has attained splendid results. The work ends with magnificent rhythmic sway." The *New York Musical Courier* hails him as the "second MacDowell."

CARRIE NORVALL

A composer of the German *leid* song, the art song, and the simple ballad is Miss Carrie Norvall. Her studies of piano, theory, and music history were directed by Professor H. Eugene Parsons at Sullins College. After her graduation there she continued to study alone. Unfortunately, her songs have never been offered for publication. They have been sung by local singers in the Bristol Music Club in several recitals and in a neighboring town. Some of her best ones are *A Little Gentleman*, *O Sand! O Sky!*, *Come Choose the Road and Away*, *One Lake So Calm and Placid*, *Raining*, *The Night Hath a Thousand Eyes*, *A Southern Lullaby*, *Stars With Little Golden Sandals*, and *Lass and Lad*.

JOHN POWELL

Perhaps the foremost of our Virginia composers is John Powell of Richmond, although much of his fame rests upon his powers at the piano.

Mr. Powell studied music at first with his sister, Mrs. Brackenbrough. Later he

studied piano and harmony with F. C. Hahr of Richmond. At the University of Virginia, where he took the B. A. degree, he played the pipe organ. Mr. Powell then went abroad to Vienna and was a pupil of Leschetizky, pianist, and of Nawratil in composition.

In 1907 John Powell made his *début* in Berlin. He later included Vienna, London, and Paris, and still later, all the leading cities of Europe and America.

As a composer, he ranks as one of the leaders in America. He has written twenty-eight large works for piano, violin, stringed quartets, overtures, and symphonic dramas. Some of the best known are *In the South* (piano suite), *Variations* and *Double Fugue*, *At the Fair* (suite), *Sonate Psychologique*, *Violin Concerto in E-Major*, *Sonata Teutonica*, *Sonata Virginianesque* (piano and violin), *Rhapsodie Negre* (piano and orchestra), *In Old Virginia* (overture for orchestra).

HARRY ROGERS PRATT

Harry Rogers Pratt of the University of Virginia has written for the piano, voice, and orchestra. These compositions have been published by G. Schirmer and the Composers Music Corporation. He studied at Harvard under Percy Goetschius and George W. Chadwick of Boston. His songs have appeared on the program of Paul Althouse.

EUGEN PUTNAM

Eugen Putnam, quite a unique figure in the musical world, has gained a position through his folk-song settings in order to prove to the public and to his fellow musicians that a given theme can be handled according to the laws of classic composition, and at the same time preserve its individuality.

Mr. Putnam studied under Ernest Hutcheson, Percy Goetschius, Joseph Henius, and Lewis Hubbard, all of New York; and in Paris under Camille Decreus and Isadore Philipp. His compositions are for the piano

and voice. His *Quill Dance*, *Novelette*, and *The Humoresque* (for piano) have all excited much favorable comment by the New York critics.

Besides songs and piano solos he has written an oratoria, *Jehovah's Servant*. His works are published by Carl Fischer.

The Humoresque has been played extensively throughout America by Harold Henry. The *Quill Dance* was introduced to the American public by Edwin Hughes at the American National Music Festival. The *Novelette* is being featured on the programs of Leslie Hodgson, pianist, of New York.

SAMUEL SOURS

A composer of the old school is Samuel Sours, whose works as yet unpublished are for the voice and piano. He was a pupil of Howard Matcher of Peabody Conservatory. His *Nocturne* and *Waltze in A* were played in Charlottesville at the Virginia Composers Concert, and his *Octave Study* and *Emylean Waltz* have been used at Judson College in Marion, Alabama.

CHARLES INSCO WILLIAMS

Charles Insko Williams, losing his voice because of illness, and consequently all hopes for an operatic career, turned his attention to composition, and in forty years composed over three hundred works for voice, violin, stringed quartet, trios (one for the orchestra), a three-act operetta, and a large number of solos as well as choruses for the Episcopal service. His earliest musical training was given him by his mother, who was then a concert pianist. Serious study began under Dr. Mason. Later he studied singing with Franz Arens of Berlin.

Unfortunately, Mr. Williams never offered any of his work for publication, except for private distribution among his friends. Some have been produced from the manuscripts by Max Heinrichs, Eanes and Nordica, the Schliewen Quartet, and Olivia Hillard Pierce.

The *Reverie in F* in particular is used by

artists. A copy of it was sent to Edward Greig, who was so impressed by it that he invited Mr. Williams to come to Bergen and write under his criticism, an invitation he was never able to accept.

HYMN WRITERS

In addition to the list of composers obtained through the National Federation of Music Clubs, I have discovered a group of song and hymn writers, all of whom were born in Rockingham County. They are:

Jacob Henry Hall, Harrisonburg
Ephraim Timothy Hildebrand, Roanoke
Anthony Johnson Showalter, Dalton, Ga.
J. Henry Showalter, West Milton, Ohio
James Hott Ruebush, Dayton
William H. Ruebush, Dayton

JACOB HENRY HALL

Jacob Henry Hall, musician, composer, author, and publisher, studied music at the Normal Music School at New Market, Va., to prepare himself for teaching.

His work has been the collection of songs and hymns into volumes, and the composition of gospel hymns. Some of his better known publications are *Hall's Songs of Home*, *Choir Anthems*, *The Vocal Gem*, *Crowning Day*, *The Normal Banner*, etc. Some of his most popular gospel songs are *The Gospel Invitation*, *Open the Windows to Heaven*, *Helpers Are Needed*, and *Hurry and Tell Him*. He has also written a biography entitled *Gospel Song and Hymn Writers*.

ANTHONY JOHNSON SHOWALTER

Anthony Johnson Showalter, author and composer, studied with B. C. Unseld and H. R. Palmer, New York, P. J. Merges, Philadelphia, and Dr. G. F. Root and F. W. Root, Chicago. He also spent a summer in England, France, and Germany, studying methods. He is the author of many books on harmony and the rudiments of music. His most popular composition is the gospel song, *Leaning on the Everlasting Arms*, which has been published in more than one

thousand collections of songs, and translated into every language where Christianity is known.

J. HENRY SHOWALTER

J. Henry Showalter, singer, teacher, composer, and publisher, has written hundreds of beautiful songs and anthems. The best of these are *At the Golden Gate of Prayer*, *The Blood of the Lamb*, and *Breathe Upon Us, Holy Spirit*. He is the brother of Anthony Johnson Showalter.

EPHRAIM TIMOTHY HILDEBRAND

Ephraim Timothy Hildebrand is a teacher, editor, publisher, and singer, as well as a composer of music. He has written many sacred and secular pieces. His best known one is *Hills of Tennessee*.

JAMES HOTT RUEBUSH

James Hott Ruebush received his musical education at the Grand Conservatory of Music in New York. He later continued his studies under Bartlette, Root, and Palmer. He has headed the music departments of several colleges of the South. His best known works are *Choir and Concert*, and *Glory Songs*.

WILLIAM H. RUEBUSH

William H. Ruebush, the brother of James Hott Ruebush, has written a number of popular pieces for male and mixed voices. He is the author of the music to the beautiful state song, *Old Virginia*.

BENJAMIN CARL UNSELD

Benjamin Carl Unseld, editor and composer, was born in Shepherdstown, W. Va., at the time when that town was a part of Virginia. He was taught by Dr. Eben Taiujee, Dr. Wm. Mason, James G. Webb, and Theodore Seward. He is the progenitor of the system of normal music schools. At present he is the principal of the Vaughan Normal School of Music and editor of the *Musical Visitor*. He has edited over twenty musical works, including the *Temple Star*, the *Tonic Solfa*, the *Music*

Reader, *Progress in Song*, and *Practical Voice Culture*. His song, *Twilight Is Stealing*, is sung by hundreds of people, and is included in many collections.

HELEN M. WALKER

INTERSCHOLASTIC PRESS ASSOCIATIONS

What They Do and What They Are

INTERSCHOLASTIC press associations offer an increasing evidence of the development of journalism as a profession. Their chief purpose appears to be the advancement of journalistic work in schools and colleges through the co-operation of their members. The associations are interested in improving school papers and in providing worth while experience for staff members.

My observations are based upon a few of the existing organizations. I have first listed the associations with which I have had correspondence and in a second list have placed other similar associations. These lists were made available through the courtesy of N. W. Ayer and Son, Advertising Experts, 300 Chestnut street, Philadelphia, Pa.

List 1

Central Interscholastic Press Association
Columbia Scholastic Press Association
Iowa College Press Association
Minnesota High School Press Association
North Carolina Collegiate Press Association
College Press Association of South Carolina
Southern Interscholastic Press Association
Western Conference Editorial Association
Women's Intercollegiate Press Association

List 2

American Association of College News Bureaus

American Association of Schools and
Departments of Journalism
American Association of Teachers of
Journalism
Eastern Intercollegiate Newspaper As-
sociation
Intercollegiate Newspaper Association
Michigan University Press Association
Midwest Association of Teachers of
Journalism
National Association of High School
Teachers of Journalism
Pacific Coast Intercollegiate Association
Rocky Mount Intercollegiate Association
School of Journalism Alumni
Sigma Delta Chi
Southwestern Press Association
Texas Intercollegiate Press Association
Texas High School Press Association
Theta Sigma Phi
University Press Club of Michigan

In a bulletin published this year by the Central Interscholastic Press Association, at Madison, Wisconsin, their aim is announced as an "effort to make school publications worth the time and money that they cost."

The Central Interscholastic Press Association is doing real, constructive work in this field. Its latest step is the compilation of score books for rating publications entered in its All-American Contests and Critical Services for school year-books, magazines, and newspapers. The purpose of these score books is to give thorough analyses and criticisms of publications submitted. The judges not only give the rating of the publications, but by a system of penalties on the scores, show where improvements may be made, this being much the most useful criticism. The ratings are based on content, style, general make-up of news, sport, and editorial sections, copy editing, headline writing, and other general considerations. References which would be useful in helping with improvements are given with each section of the score. It will be interesting to see just what influence

these score books have upon the publications entering the contests. Such ratings may be a great help to young editors and business managers.

In *High School Publications*, October, 1923, bulletin of the Minnesota High School Press Association, a two-fold purpose is stated: "To aid in establishing publications in schools where they do not already exist, and to bring to the established publications ideas of others." This plan for the exchange of ideas is also seen in the annual and semi-annual conventions which are held by practically all of these associations and which serve as clearing houses for problems faced by editorial and business staffs.

The constitution of the North Carolina Collegiate Press Association undertakes to promote a "keener interest in journalism and college literary work, the upbuilding and raising of standards of the various college publications, and the bringing together, from time to time, of representatives of these publications for the purpose of bringing into that closer relationship the several college communities of North Carolina which will result in a better understanding of the problems with which all the college publications are faced."

Miss Eleanor Vanneman, editor of *The Carolinian*, published by the North Carolina College for Women, says that the speakers at their conventions usually know nothing of college publication needs, but generally refer to work in the commercial field. "I think, though, that becoming acquainted personally with the other college editors of the state is very helpful—we can really organize a feeling and get an understanding of other editors' problems."

The Southern Interscholastic Press Association was formed to give the secondary schools of the South a better understanding of their relationship with the public and to bring the editors of school publications together to talk over their journalistic responsibility. Professor Roscoe B. Ellard, director of journalism at Washington and Lee

University, says the purpose is "to bring the high school editors and teachers of the South together and have an interchange of opinion."

Conventions

Probably the greatest benefit derived from the conventions of these associations comes from the sectional meetings. The delegates attend the business or editorial section meetings, as their interests demand. Talks are made at these meetings by authorities. Then, and perhaps most important of all, come group discussions which follow these talks. These discussions are sometimes directed by the previous speaker, sometimes by a chairman chosen in some other way.

It is in these discussions that the problems of the different editors and business managers are talked over and, quite frequently, solved. It is here that new methods and ways of meeting problems are learned, and that ideas are exchanged.

The Central and the Columbia Associations hold their conventions each year in the same place: the Central Association meets in November at Madison, Wisconsin, and the Columbia Association in March at Columbia University, New York City. The North Carolina Association meets twice each year, the last week in October and the third week in April. The meetings rotate among the institutions which are members, the delegates at the convention voting on the next meeting place. The annual meetings of the South Carolina Association are held the Thursday and Friday before Thanksgiving. Here, also, the delegates vote upon the next place of meeting, each publication having two votes.

The Iowa College Press Association, The Southern Interscholastic Press Association, and the Western Conference Editorial Association each has its regular convention some time in the spring. The Minnesota High School Association and the Women's Intercollegiate Press Association meet in the fall. In all of these the delegates at the

conventions decide upon where the next meeting shall be held.

The editor of *The Coe College Cosmos*, student newspaper of Coe College, Cedar Rapids, Iowa, says of the Iowa College Press Association conventions that "it is about the only activity in which the association participates." But this isn't all that some of the other associations are doing, though the convention means much and helps carry on the work. Mr. Lloyd D. Gladfelter, managing editor of *The Daily Cardinal*, student newspaper of the University of Wisconsin, writes that "the Western Conference Editorial Association maintains a news exchange service and it is through this medium that a brief and accurate account of the most important happenings of other campuses is heralded in other papers." In carrying out this plan, each member of the association sends a weekly news letter to each of the others. In addition to this, any school is privileged to write another for special stories of events, which are sometimes wired.

This plan necessarily entails added expense to the members of the association. But the benefits derived over-balance that expense, which is relatively small. Mr. Gladfelter says, "This exchange courtesy has been employed effectively and with little cost." The plan has been tried and proved by at least one association, and others might derive similar benefits from it, should they adopt it.

Association Publications

Several of the associations increase the effectiveness of their work by issuing their own publications. *The School Press Review* is the journal of the Columbia Scholastic Press Association. This magazine is edited by Mr. Joseph M. Murphy, who is secretary of the association. Each member of the association is a contributor to this publication, which is thus made up of the best material in each paper. In this way *The Re-*

view seeks to raise the standards of student writing.

The Scholastic Editor, said to be the only publication with a national circulation devoted exclusively to the interests of school journalism, is the organ of the Central Interscholastic Press Association. This magazine publishes helpful articles by school editors and advisers, and by authors who are specialists in their fields. Some journalism departments are even using *The Scholastic Editor* as a supplementary text and guide. Both of these magazines are published monthly and have wide circulation.

The Quill, although it is not strictly a publication of one of these associations, may well be included here, as it is also working in the interests of journalism. It is published six times a year by Sigma Delta Chi, a professional journalistic fraternity, in the interests of professional journalists and students of journalism. "With the assistance of teachers of journalism, Sigma Delta Chi is working to improve standards of journalism through its official organ, *The Quill*," says the March, 1926, *Quill*.

Membership

It will be interesting to know something of the Associations themselves, as well as the work they are doing. The Central Interscholastic Press Association seems to be the largest. It was founded at Madison, Wisconsin, in 1921, by 63 school publications. The headquarters of the association are at 109 South Hall, Madison, Wisconsin. The organization is conducted under the supervision of the University of Wisconsin School of Journalism as an extension service. Those at the head of it are people who are trained in the work, and who know how best to carry on the work.

Its membership has grown rapidly since it was founded. During the past year there was an increase of 30 per cent. On January 1, 1926, there were 1,155 member publications. These members are from every state in the United States, and from every United

States territorial possession except the Philippine Islands. There are members of five ranks, university and college, high school, private school, and junior high school.

This year is the second year of the Columbia Scholastic Press Association, which has its headquarters at 304 University Hall, Columbia University, New York City. Though still a young organization, it has doubled the scope of its influence this year. In 1925, its first year, twenty-one states were represented in the Columbia Association, while in 1926 there were forty-three. In 1925, 179 schools entered the contest, while in 1926 438 enrolled.

This year a new department was included. In this were the teachers' colleges and normal schools, included to give prospective teachers some idea of the problems they may have to face as faculty advisers of student publications, and of how to help solve them. Other classifications are senior high schools and junior high schools.

The youngest association, the Southern, was only founded this year, holding its first convention at Washington and Lee University, Lexington, Virginia, April 5 and 6. It was organized through the efforts of the Lee School of Journalism and of Pi Delta Epsilon journalistic fraternity of Washington and Lee.

Representatives from schools in five states, North Carolina, Maryland, Kentucky, West Virginia, and Virginia, attended the first convention. Plans are already under way for the 1927 convention.

The Minnesota High School Press Association was organized in 1921 by the exchange editor of *The Carletonia*, the publication of Carleton College, Minnesota, under the supervision of the English department. Each school paper in the state was invited to send delegates to the meeting at which this association was founded.

Only meager information is available from the other press associations. The Iowa College Press Association, an example of a state association, was founded in 1917. The

Women's Intercollegiate Press Association, which is strictly one-sex, has eight or ten college publications which are members. The Western Conference Editorial Association has ten members—the Big Ten, they call themselves.

It is the purpose of each of these inter-scholastic press associations to advance the interests of journalism in high schools and colleges. This worthy aim is being realized as the associations grow and more and more influence school and college publications. Each year more interest is being taken in the work, and more publications are profiting by affiliation.

DORIS PERSINGER

OUR WILD FLOWER SHOW

I. What the Children Did

- A. They brought common wild flowers and their seeds to school.
- B. They decided to press and mount the flowers in order to preserve them:
 1. They made the press from wood, using blotters to absorb the moisture.
 2. They pressed the flowers until they were thoroughly dry.
 3. They mounted the pressed flowers on 9x12-inch sheets of stiff grey paper. The legend, written in the lower right-hand corner, contained the name of the flower family, the name of the flower, the home of the flower, its color, and the name of the child bringing and mounting it.
- C. They performed the following experiments:
 1. They put celery in red ink.
 2. They planted seeds in rich soil, in hard soil, in sawdust, and in sand.
 3. They set a geranium in the window.
 4. They planted seeds in three boxes. One box was kept dry, one well-watered, and one flooded.
 5. They planted seeds in good soil in two boxes. One was kept in the dark and one was kept in the sunlight.
- D. They decided to have a flower show so

that others might enjoy their flowers with them.

1. They decided which flowers, seeds, and pictures to show, and who would make each talk.
 2. They set a date for the flower show after discussing how long it would take them to get ready for it.
 3. They wrote invitations to another class. (Later the class decided that the invitations were not written well enough; so they copied them before sending them to the other children.)
 4. They planned to entertain their guests:
 - (a) They prepared a register to record the names of their guests.
 - (b) They appointed two boys to act as ushers.
 - (c) They made impromptu talks at the close of the show, thanking their guests for coming.
 - E. They decided to make a flower book:
 1. The book contained a blank page, a title page, a dedication page, a table of contents, the pressed flowers, and copies of the talks made at the flower show. (In settling on the contents of the book they examined a number of books, and discussed their contents.)
 2. They decided to dedicate the book to their supervisor as a surprise.
 3. They appointed some one to make each page. This was preceded by a try-out, the child doing the best work being selected in each case.
 4. They made sample covers in art class. The child who submitted the best plan was made chairman of the cover committee.
 5. They appointed a committee to assemble the book.
- ### *II. What the Children Learned About Flowers and Plants*
- A. They learned to recognize the common wild flowers found around Harrisburg, and their seeds.

1. They learned these flowers: aster, bouncing bet, butter and eggs, chicory, red clover, dandelion, daisy, ground cherry, goldenrod, pepper grass, morning glory, moth mullein, pearly everlasting, ten-petaled or false sunflower, Queen Anne's lace, or wild carrot.
2. They learned these seeds: asparagus, milkweed, goldenrod.
- B. They learned that flowers are classified in families and to recognize those belonging to the following families: composite or aster, figwort, morning glory, pink.
- C. They learned that wild flowers grow in fields or meadows, on hills, in the woods, by roadsides, and by streams.
- D. They learned by observing plants under different soil and light conditions that they need:
 1. Soil which contains plant food.
 2. Moisture in sufficient quantity and well distributed throughout the season.
 3. Light for the growth of both seeds and plants.
- E. They learned the method plants use in distributing food and water to their various parts by watching the ink pass up the celery stem.
- F. They learned that plants must protect themselves.
 1. They must protect themselves against animals, man, worms, and drought.
 2. They protect themselves by hairs, poisonous fluids, thorns, and toughness of fiber.
- G. They learned that flowers are seed-makers:
 1. Seeds are equipped for scattering by wings, umbrellas, and by hard shells which burst.
 2. Seeds are distributed by man, animals, water, and wind.

III. Skills the Children Practiced

- A. They made attractive pages by care in regard to indentation, placing and capitalizing of the title, and even margins.

- B. They tried to correct the following speech errors: *wrote* for *written*, *bust* for *burst*, *choosed* for *chosen*, *seen* for *saw*, *have saw* for *have seen*, *there was* for *there were*, *get 'em* for *get them*, the use of *ands*, *wells*, and other unnecessary words.

- C. They tried to have something interesting to say and to stick to the point.

LOUISA PERSINGER
MARIE ALEXANDER

THE MANUFACTURE AND USE OF ARTIFICIAL SILK

ARTIFICIAL silk has existed for many years, but until recently it was not considered a staple fiber. The word "artificial" seems to be repulsive to the American people and anything bearing this name is seldom adopted. It was for this reason that the trade name "Rayon" was adopted by the manufacturers.¹ Rayon is a chemical product made from wood pulp. Formerly manufacturers were not able to find any chemical which would neutralize the fine threads of wood pulp, so the product was too inflammable to be of much value. However, this defect has been overcome and the fiber has practically taken the place of natural silk in certain fields, according to the Melton Institute of Industrial Research, University of Pittsburgh, Pittsburgh, Pa.

Four distinct processes of production have been developed and are now commercially in use on a large scale. The first of these, using nitro-cellulose, is the process introduced by De Chardonnet in 1884.

In this the cellulose from the cotton plant is passed through a nitration process, then dissolved in alcohol and ether, and forced through a glass tube with a very small aperture. A filament is formed that hardens as the alcohol and ether are absorbed or evaporated upon coming into contact with water

¹Darby, W. D.—"Rayon," *Dry Goods Economist*, October 3, 1925, pp. 24 and 25.

or air. The single filaments are then grouped together to form threads and wound on untwisted glass bobbins. From these bobbins the thread is transferred to spinning bobbins; in the course of this operation it receives a certain amount of twist. It is then wound into hanks and denitrated in a bath of hydrosulphides.²

The nitro-cellulose process was the only one used for a long time, but constant improvements led to the establishment of the cuprammonium process. Here the cellulose which is obtained from either cotton or wood pulp is dissolved in ammoniacal copper oxide (also known as cuprammonium solution or Schweitzer's reagent).³

A third—the acetate process—treats cellulose obtained from cotton or wood pulp with acetic anhydride, glacial acetic and sulphuric acid precipitated in water, washed, dried and dissolved in acetone. The resulting solution is filtered and then forced through fine orifices in a metal cap, whence it issues as filaments which are coagulated by the evaporation of the acetone. It is then combined into a thread of the desired size and wound on rotating bobbins which give it a suitable twist. It is now ready for market.

The last method is the viscose process. In this method other forms of cellulose besides cotton can be used, such as spruce sulphite, wood pulp, and pulp manufactured from cotton. The raw stock, in the form of spruce wood or cotton, is cooked by the aid of live steam in a large boiler. The cooking removes the resin, gum, and foreign matter. The cellulose now consists of very short fibers which are run through a series of rolls to squeeze out the water. This compresses the fibers into sheets. The sheets are then treated with a solution of caustic soda and allowed to mature, after which they are treated with carbon bisulphide, which transforms them into a jelly-like substance called Xanthate. Xanthate is dis-

solved in water or a weak solution of caustic soda, and this solution is converted into thread.⁴

Very few people know in just how many ways Rayon has served in our homes and for personal use in recent years. Rayon can be combined with silk to form some of the most desirable materials used. Because Rayon is a vegetable fiber and silk is an animal fiber, an unlimited array of beautiful cross-dyed effects may be produced. In woolen goods Rayon is frequently used to form fine line stripes in woven suitings. Knitted dress goods are often made of Rayon. Wool, like silk, also permits many of these cross-dyed effects.

The manufacturers formerly thought it necessary to make their synthetic substitute resemble silk in sound as well as in appearance. They tried to find a way of giving the new fabrics the "scroop" of real silk. (The "scroop" ⁵ is the sound referred to by Poe in his "*Raven*" as 'The silken, soft, uncertain rustling of each purple curtain.')

In interior decoration Rayon is very popular because of its rare luster, its gorgeous patterns, its stead-fast colors, and its beautiful, harmonious cross-dyed effects when combined with other fibers.

Rayon has many other fields of usefulness besides those of personal and household use. It is used in making webbing, hosiery, bandages, shoe-top cloth, electric wire covering, gas tube covering, and gas mantles. "Another use of these same cellulose synthetics that is common but usually unrecognized is the thin, colorless, flexible, transparent sheets, called 'cellophane' or 'rusca,' which wrap your candy or make a window in the envelope that brings you a check or bill." This protean material can be substituted for all sorts of substances. It is now used in the manufacture of horse-hair Spanish lace, Smyrna rugs, Notting-

⁴Darby, W. D.—Rayon.

⁵Slossom, Edwin E.—"Radio Talks on Science." *The Scientific Monthly*, December, 1925. Vol. XXI, pp. 629-33.

²Rayon—The Viscose Manufacturing Co., N. Y., pp. 15 and 20.

³Darby, W. D.—Rayon.

ham lace curtains, and furs of various kinds.⁶

No water is too hot or too cold for Rayon, but because Rayon swells rapidly in water and loses from sixty to seventy per cent of its strength when wet, great care should be taken in laundering it. The original strength returns during drying. Soap solutions and scouring produce no deleterious action on Rayon, provided the acid is rinsed completely from the garment. There should be no difficulty in washing knitted dresses or other Rayon garments if they are not pulled while wet. In drying knitted Rayon garments it is better to spread them out on some flat surface instead of hanging the garment on a line, because the water in a hanging garment collects at the lowest point and tends to cause stretching of the partially dry portions. If Rayon is handled like silk in washing, no trouble will ever be experienced.

"Rayon has many points of value," says Miss Casie Paine Small, author of *How to Know Textiles*. "It has the most brilliant luster of all fibers and its affinity for dyes is remarkable. It is reasonably strong and enduring, as is proved by the durability of fiber stockings. It is a smooth, structureless fiber and for this reason does not soil so easily. On account of its natural luster, the shine caused by friction is not apparent on fiber silk garments as it is on most other materials. There are, however, certain desirable characteristics that artificial silk does not possess. It lacks the softness of silk, the warmth of wool, and the endurance of cotton and linen in the laundering. It is a stiff, non-elastic fiber, and woven fabrics of artificial silk do not readily yield themselves to the curves of the human figure. When used in combination with another fiber in mixtures, it is sometimes difficult to tell artificial silk from the natural silk.

"Burning will always decide the question. Natural silk burns with a bubbly ash and a

smell of burned feathers, unless heavily weighted, when it will not ignite. Artificial silk burns like cotton or paper and produces the same odor. The microscope will also show the difference between the two kinds of fiber."

In comparing Rayon with natural silk one finds Rayon more lustrous than natural silk. The fibers are smoother. The elasticity of Rayon also is less than that of natural silk. Rayon is about as hygroscopic as natural silk. Mellon Institute defines "hygroscopic moisture" as that which is held mechanically in the pores or on the surface of the fiber and not combined chemically with it. The legal moisture content for Rayon is eleven per cent, the same as for cocoon silk.

Although synthetic fibers are not as strong as natural silk, the value of Rayon should not be underrated by the public. While it will not outwear a good quality of cocoon silk, it will outlast poorer qualities, especially those that are heavily weighted. Rayon is cheaper in price than natural silk.

Rayon is much easier and cheaper to produce than worm silk. It can be manufactured in any quantity and at any time, being dependent upon neither health of an animal nor the maturity of a plant. Miss Small says: "Given a vegetable growth that contains cellulose and the proper chemicals, manufacturers can clothe the nation, even though there is a shortage or an entire dearth of the natural raw materials."

Dr. Slosson tells us that a new point in favor of the artificial over the natural product is that cellulose acetate is more transparent to the ultra-violet rays than wool or silk. Now, as these ultra-violet rays in sunshine are supposed to stimulate the blood to resist disease, we can expect improvement in public health if the synthetic fabrics are commonly worn.

The process of manufacturing artificial silk has been known only about four dec-

⁶Slossom, Edwin E.—*Ibid.*

⁷Small, Casie Paine—*How To Know Textiles*, p. 315.

ades. "In that remarkably short space of time," someone has pointed out, "Rayon has established a place for itself among these age-old fibers as one of the five important textiles of the world. This has been called a monument to the genius of man, since it is the only textile spun and woven for human needs which man has invented."

ETHEL HINEBAUGH

HISTORICAL BACKGROUND OF CICERO'S ORATION, THE CITIZENSHIP OF ARCHIAS

THE investigation made in 1920 and published in 1924 of the classics in secondary schools has done much toward revolutionizing the high school Latin course. Of the many aims and objectives, besides those which add directly to our ability in writing, speaking, and understanding English, the greatest per cent of teachers checked as valid the cultural objectives. The principal one of these is quoted as follows: "Development of an historical perspective and a general cultural background through an increased knowledge of facts relating to the life, history, institutions, mythology, and religion of the Romans; an increased appreciation of the influence of their civilization, and a broader understanding of social and political problems of today."

The explanation of this aim is further stated: "By cultural objectives are meant those concerned with increasing the pupil's fund of information; developing his capacity for appreciation, extending his intellectual horizon, and broadening his sympathies by direct contact, through the study of their language and literature, with the mind of a people remote in time and place."

"It is generally agreed that the solution of present-day social, political, and economic problems will be aided by an intelligent knowledge of the experience of the race, and that some knowledge of the early his-

tory of our civilization is a desirable element in the training for intelligent American citizenship.

"It is also believed that the best key to a direct and intimate understanding of the Romans and of their civilization is a first hand contact with their language and literature. A pupil who has learned to comprehend the thought of a Latin sentence in the original has to some extent thought as a Roman and has come into direct contact with the genius of the Roman mind in the medium which is the most perfect embodiment of that genius, the Latin language."

Just recently a report of the Classical Investigation has been adopted, by which required readings are no longer asked for in college entrance examinations; and it further recommends that special attention be paid to developing an historical background. It is found that it is quite impossible for the pupil to acquire the necessary background contemporaneously with the Latin text. For that reason prescribed reading in English should precede the translation. Thus the pupils of the East High School, Rochester, N. Y., have prepared an outline suggesting the information that should be gained before the study of Cicero's oration, *For the Manilian Law*.

It is the purpose of this paper to suggest to teachers of high school Latin a detailed outline to be used by the pupil before the reading of Archias. To see that the technicalities of Latin grammar are not emphasized at the expense of the thought content of the reading material, and to give to the pupil a working basis for his reading, this outline suggests some of the information that should be familiar to the pupil. To what extent it should be used will depend of course upon the judgment of the teacher. As a warning may the teacher remember this principle of teaching which I recently heard an instructor express by the following story: A donkey was nibbling grass in his pasture when his master came by holding out a bright, red, juicy carrot. He gave to

him a smell and a mere nibble, then jerked it away, being sure to give him enough to make him want more, yet leading him on by not giving him too much at a time. Thus may the teacher's discretion lead her in the use of this material.

In order properly to understand Cicero's oration, *The Citizenship of Archias*, and to follow the argument it will be necessary to secure beforehand a general knowledge comparable to some extent to that possessed by the audience which Cicero addressed. This knowledge should include:

I. Roman government in 62 B. C. in relation to Archias.

1. Roman Citizenship
2. Roman Courts

II. Identification of certain men.

III. Status of literature in Rome at that time.

A brief discussion of these topics will be given below and a full bibliography will be given at the end of this outline.

I. *Roman Government 62 B. C.*

1. *Citizenship*

It was a fine thing to boast "*civis Romanus sum*," and Archias was not willing to lose his citizenship without an effort to save it. The advantages of a citizen were very great. He could command all sorts of protection not open to non-citizens. If arrested he could demand the right to give bail. He could not be put to torture and, if condemned to die, he would have been beheaded—the most merciful end. Particularly in matters touching his life and status as a citizen he could appeal from the lower court to the senate. The high place in which Roman citizenship was held is clearly illustrated in the case of Paul, even though Paul lived many years after Cicero. Having been arrested in Jerusalem, he pleaded his Roman citizenship and, even though the mob clamored for his life, he was sent to Rome, tried before a higher court, and was finally set at liberty.

There were among the Roman people at

this time three social ranks: the senatorial order, the equestrian order, and the popular.

The senatorial order was limited to senators who by their life tenure of office and their insignia formed a kind of peerage. Nobility, however, did not depend on holding office oneself, but on being descended from an ancestor who had held any office from the curule aedileship to the dictatorship. If any person not of senatorial rank should be chosen for such an office his ancestors should belong to the nobility. Hence the senatorial order and the nobility were practically the same.

The next in rank was the equestrian order. This body consisted mainly of young men of wealth who did not belong to the senatorial order. To this class Cicero belonged.

Below these two aristocratic orders in estate and in social position were the rest of the free born citizens not possessing as much as 400,000 sesterces. Among these there was naturally a great variety in fortune cultivation, and respectability, but all of these had status superior to that of freedmen and foreign residents.

It was the first two of these orders which made up the Roman aristocracy and it was this aristocratic faction, thinking that the strength of their opponents lay in the fraudulent votes of those who were not citizens, that in 62 B. C. procured the passage of the "*Lex Papia*." By this law "all strangers who possessed neither Roman nor Latin burgess rights were to be rejected from the capital." Under this law in 62 B. C. on the ground that Archias was not a citizen, an attempt was made to exclude him from Roman citizenship. But it had happened that in 89 B. C. twenty-seven years before this time, a law had been passed by the terms of which Roman citizenship was granted to all who at the enactment of the law were enrolled in any city allied with Rome, provided they should register before a Roman Praetor within sixty days. Archias, at that

time a citizen of Heraclea, which for 200 years had been closely allied with Rome, had registered before the Roman Praetor, Quintus Metellus Pius, and had thus established his citizenship at Rome.

2. Roman Courts

The Praetors were the exclusive judicial officers of Cicero's time. A Praetor, as presiding judge of the court, caused a jury to be sworn in. This jury was made up of men from both the senatorial and equestrian ranks. A majority of the jurors decided the verdict.

The Romans in law courts were very logical thinkers. The first matter to be attended to was the settlement of the question at hand. This is noted clearly in *The Citizenship of Archias*, though Cicero's manner in the handling of this case is most unusual. Less than one half of the oration is given over to the law and facts of the case. The greater portion is devoted to a eulogy on the pursuit of literature and the poetic powers of Archias. This plea for Archias may be divided thus:

I. Cicero's reasons for undertaking the defense of Archias.

II. Life of Archias.

III. The case stated and proved.

IV. Praise of literature.

V. Plea for protection of Archias' rights.

The center of this legal activity was the Forum, where all public activities were carried on. The court house was called the Basilica. It was in just such a building as I am about to describe that Cicero plead for the citizenship of Archias. It is from 150 to 250 feet in length. Its glory is in its great hall, used for the chief courts of justice. The hall is paved with an expensive colored marble; the pillars down either side are faced with marble of still greater value; and the ceiling heavy with gilt fretting and painting. So large is the hall that not one but four tribunals have been set up in different quarters of the building at the same time.

II. Identification of Certain Men

1. Archias, a native of Antioch, was born about 119 B. C. While just a boy, he showed unusual poetic gifts. He won general admiration by giving public exhibition of his powers in Asia Minor, Greece, and Southern Italy. He came to Rome at about the age of seventeen and through his own personality and literary accomplishments he was received in the homes of the noblest families. It was at this time that he formed a close friendship with Cicero. Moreover, this great poet had a great influence over the life of the orator, and for that reason Cicero felt indebted to Archias and plead his case with all the eloquence at his command.

2. The Luculli, Marcus and Lucius, were prominent military leaders of Rome. They were men of high culture and character, who gave most of their spare time to the patronage of literature.

3. Crossus was considered the wealthiest man of Rome, a man of high birth, a soldier of no mean capacity, and an orator of unusual success.

4. Livius Drusus was a nobleman, a man of good disposition, large fortune, respected for his high aims and strong personality.

5. Leictulus was also a nobleman. At one time he was a Roman Consul, the highest office that could be held in Roman civil government.

6. Mitellus was also a Roman citizen who, after serving as a provincial governor, was made a Roman military leader.

7. Gratus was a Roman citizen of the aristocratic faction who brought suit against Archias.

8. The Hortensii and Catulus belonged to the Roman aristocracy and were able military leaders.

9. Homer was the famous Greek poet who was said to have been blind. He gave us the story of Troy in the "Iliad," thus making Achilles immortal.

III. *Status of Literature in Rome at That Time*

The case of Archias' citizenship was easily proved, and for that reason the greater part of Cicero's defense of him is given over to the praises of literature. This very fact itself, that such a eulogy of literature could interest an audience at that time and could aid in the plea for Archias, shows the importance of literature in Roman life, as does also the fact that military and political leaders of Rome took time for "Roman Letters."

We know also that literature was held in high esteem at this time from the fact that the poet Archias, because of his literary ability, was especially admired by leaders of Roman public life. Furthermore, many states were desirous of Archias as a citizen because of his poetic gifts. Gradually the influence of Greek literature was spreading to Rome. But it was not until about 31 B. C., thirty years later, that literature in Roman life reached its height.

HELEN YATES

KEEPING UP THE WAR SPIRIT

IN a small community of a few hundred people a few miles from this city there is a modest town park. In the center is a flag staff, and at two of the corners are rather antiquated field pieces, trophies of the Spanish war. They are quite useless as a protection to the town, for no one could bring them into action in any circumstances. They were secured at the close of the war in Cuba by some citizens who thought it a patriotic thing to set up these harmless bits of artillery as reminders of a glorious event in the annals of the republic, and souvenirs of the fact that the village had had some little participation in the adventure.

On the recent flag-day there was a celebration, consisting of a parade of civic notables and a few veterans, as well as some

of the boy scouts of the place. The program, instead of calling to mind the real meaning of the flag for the nation and the world, was so manipulated as to afford an opportunity for a rehearsal of the war record of the past. The military men who had been imported for the occasion rehearsed one battle scene after another, dwelling upon the glorious part the flag had played in waving over fields of carnage and death. Not a word regarding the meaning of Old Glory to the yearning peoples of the earth to whom it is the symbol of liberty, opportunity, education, and democracy. Not a paragraph in interpretation of its significance to the new citizenship arriving from abroad or growing up in the land. Only the dismal recital of armies facing death, and of devastated fields and towns where the flag had been heroically displayed.

It was a little difficult to make the diminutive cannon play a very inspiring part in the celebration. But such inspiration as could be gotten out of them was invoked. If they could have been conscious of the comic rôle they acted in the celebration, they would have felt even smaller than they looked. As the closing feature of a program that had missed every item of stimulating national spirit, and had set the example of beating the war tom-toms, a little girl was introduced to recite a poem appropriate to the occasion. It proved to be that familiar tribute to the American flag, beginning, "When freedom from her mountain height." It was no fault of the demure little maiden that she was quite unmoved by the nobler lines of that picturesque but rather sentimental selection, and was far more conscious of the folds of her pretty pink sash than she was of those of the national banner. But she came presently to the lines,

Ere yet the life-blood warm and wet has dimmed
the glistening bayonet,
Each soldier's eye shall brightly turn to where the
sky-born beauties burn;
And as his springing steps advance catch war and
vengeance from the glance.

No one in that little audience who had the least sensitiveness to the finer meaning of the day could fail to revolt against the intrusion of that "life-blood, warm and wet" stuff on the lips of a little child, and the suggestion that the purpose of a look at the flag was to stimulate thoughts of "war and vengeance" in the soul of the beholder. There are noble poems and eloquent orations in which fitting reference is made to the tragic times when the nation has faced the emergency of fighting. But those were days when the paganism of war had not become so apparent as it has in our time, and men were not ashamed to take pride in the tinsel and millinery of soldiering. The toy cannon of our public parks are as useless and ridiculous as would be so many bows and arrows, or the painted and alarming masks once worn by Chinese soldiers into battle.

It would be interesting to inquire why we retain these absurd war trophies as decorations in public places. It is certainly not because it is the desire of the villages to exhibit the proofs of valor in war. There are times when in the first flush of victory a nation gives vent to its exultation, and cares nothing for the morals of shouting over a defeated foe. Perhaps there was some excuse for the limitless display of the "seventy-fives" all along the Champs Elysees from the Arch of Triumph to the Place de la Concorde after the armistice. But even that tremendous excuse did not long permit the useless and insulting display. And we have no such reason for the exhibit of captured weapons from enemies with whom we are no longer at war. There may be a place for such in museums, where students of history can explore the fashions of arms through the centuries. But there is no meaning in such unhappy reminders in the open spaces of modern cities.

About the last relic of the ancient pride in captured war material was exhibited by a governor of Ohio, who, when President Roosevelt gave orders that the standards of

Confederate regiments should be returned to them, sent the flamboyant and mock-heroic telegram, "No rebel flags shall be returned while I am governor." That was amusing and harmless, for the standards have gone back to the men who loved them, in spite of the fiery fulmination of the pompous politician. The world has left behind the era of war relics put on display for patriotic purposes. They are as useless and repulsive as the scalps once carried about by Indians, for the same purpose. Great peoples do not boast of their prowess in war. Too many have played at that game during the ages, and all have gone the same way.

If it is the purpose of such military trophies to make clear the ability of the nation to protect itself, in time of danger, the result is merely amusing. For no one imagines any artillery set in menacing form in public places would be of the slightest value in time of need. Military science soon leaves behind as unusable all but the latest patterns of arms. Moreover, the real defenses of ports and cities are carefully concealed, and any attempt to photograph or describe them is treated as a criminal act. When a community puts cannon on parade, it is usually willing to brand them as out of date. Visitors are freely taken through the abandoned portions of fortresses, but little that is of actual use in war is ever displayed. If the exhibit is to assert the capacity of the community for self protection, why not set up a symbol that will have some practical meaning? No town or village is in the least danger from war. It loses no sleep over the terrors of invasion or conquest. But fire and crime are an ever present menace. If trophies are the signs of protection, why not a fireman's insignia, set up as a standard, consisting of hook and ladder, crossed by a hose nozzle and surmounted by a fire helmet? Or patrolmen's clubs, bound together by a policeman's belt, set off with the familiar watchman's hat! Such symbols would at least have the air of reality, and would stand for the honorable service of men necessary

to the public safety. They would be recognized at once as the tokens of protection, and would have none of the sinister symbolism of a period and a traffic of which the nation is increasingly ashamed.

And if the military trophies displayed in public places are for warning to enemies, then by all means let us give attention by such display to the only foes we have to fear, the criminals who prey upon the public and evade the just penalties of their crimes. Much is said in these days of the desirability of restoring capital punishment in those states where it has been discarded as inconsistent with advancing civilization. Without waiting to determine that controversy, why not have those communities in which the death penalty is still preserved vary the device of public warning by substituting the gallows, the electric chair, and small models of the lethal chamber in the places where now the useless and obsolete guns are set? Or if the love of the antique prevail over the sentiment for contemporary methods, we might have the addition of the block and the axe, or add a touch of internationalism by the use of the guillotine. In any event, we should thus at least employ for purposes of civic art objects that have some contact with public interests, and are less gruesome and more practical than the outworn survivals of the age of war.—*The Christian Century*.

LIBRARIES AND THE PER CAPITA INTELLIGENCE

FOR our youth of America there exists today an investment of nearly \$6,000,000,000 in facilities for formal education, in textbooks, in buildings, in machinery and equipment. What is the return upon this huge investment, as an index of the national culture of the American people?

A study of the available statistics shows that although the American system of formal education offers an opportunity to all, it

actually produces the following results among an average group of 100 children of school age:

Thirty-six are not attending school at all.

Fifty-four are attending public elementary school.

Seven are attending public high school.

Three are in public night school, vocational school, etc.

Only two enter college or university.

Yet public school education represents the maximum organized education open to the people. It reaches but 64 per cent of the youth of America. Even this 64 per cent does not, on the average, receive a complete public school education; their average is seven and one-half years. College and university education reaches but 2 per cent.

In a democracy educated intelligence seems scarcely less necessary in the followers than in the leaders. Upon education largely depends the future of our civilization, the trend of our institutions, the kind of society, and the measure of its opportunities under which our sons and daughters and their children shall work and live.

What other means are at hand which will give to our present and future citizens an understanding of life, prepare them to function as proficient individuals, constructive producers and intelligent citizens, a task which formal education today only partly succeeds in doing?

Aside from the influences of the home, the church, business, societies, and clubs, the principal channels of education open to the American people are books, magazines, newspapers, moving pictures, and the radio.

Of these, the moving picture and the radio are largely recreational rather than educational. And although magazines and newspapers are one of our most important sources of education, they are of value chiefly to those who are already well begun on the path of education; they pre-suppose the groundwork of knowledge.

It is books which seem to hold the possibilities of widest usefulness. In them all the great aggregations of knowledge are embodied. All new learning eventually finds its way into book form. They supply knowledge in units; they tell a whole story as no other medium can. And, most important of all, books can furnish, as no other agency, the materials either for beginning an education or continuing its progress at any point.

If books could be brought within the reach of all, together with some form of advice and guidance in ordering and correlating that knowledge, a real contribution to the present problem of national education would be made. Is it a task for the American public library?

The public libraries are free to all. They possess the organization and experience for giving each individual the necessary guidance through the various fields of knowledge. They hold the essential resources of book knowledge. And the library provides a path to education which need not exclude any other activity but which may accompany it, make it more valuable.

There are, however, in the United States and Canada today nearly 50,000,000 people, according to a recent survey, without access to public libraries. To bring the library system within reach of this group, and establish library contacts to further the education of the 36 per cent of our American boys and girls now out of school, would constitute an important step toward the goal of national education.

The American Library Association, a national advisory body of 6,800 libraries throughout the country, is engaged in a program both to create library facilities for these 50,000,000 people, and to make the library a means to education for the American youth who do not or can not attend public school.

To achieve this end, the diffusion of knowledge through free books, and the organization of this knowledge through library

guidance, a program of co-operation with every willing public and private agency has been begun. The Association has placed the resources of 6,800 American libraries at the disposal of State Library Boards, of Town, Village, County, and City Committees on Education, and of all other agencies engaged in furthering education.

Yet the magnitude and far-reaching importance of the work require the co-operation of all for its achievement. The American Library Association, whose headquarters are at 86 East Randolph Street, Chicago, Illinois, therefore asks the co-operation of business organizations, of churches, chambers of commerce, of school boards, of institutions and clubs, indeed of every organization or individual who desires that a broad, free, growing intelligence be spread everywhere in America.

ENGLISH NOTES

THE POETRY SOCIETY OF VIRGINIA

LORD DUNSANY has said that to fail of love for poetry is "to have no little dreams and fancies, no holy memories of golden days, to be unmoved by serene midsummer evenings or dawn over wild lands . . . it is to beat one's hands all day against the gates of fairyland and to find that they are shut and the country empty and its kings all gone hence."

It is to make dreams more golden, to help keep open the gates of the kingdom of faëry that poetry societies are founded. Thus the Poetry Society of Virginia is not by any means for poets only, nor is it even exclusively for those interested in poetry; it exists also for all who wish to *become* interested, to enlarge their vision of beauty through gaining fuller understanding and appreciation of the poetic art.

As the roll of members lengthens, the Society can increase its activities. Already in the three years of its existence it has been the means of stimulating interest in poetry

in Virginia, and it has reached out the hand of fellowship to poets far beyond the borders of our own state. Miss Lizette Woodworth Reese, author of *Wild Cherry* and of other delightful volumes of lyrics, has both spoken and read at several meetings of the association. Mrs. Leonora Speyer, of New York, distinguished author of *A Canopic Jar* and of *Fiddler's Farewell*, gave selections from her poems at the spring meeting in 1925. Mr. Charles Wharton Stork, one time president of the Poetry Society of America, and for many years editor of *Contemporary Verse*—a magazine that every reader of poetry knows—has spoken as a critic and read as a poet on several occasions. We have had with us Mr. Henry Bellaman, of South Carolina, poet and musician. Mrs. Isabel Conant, author of *Many Wings* and *Frontier*, whose work has shown her to be a poet of spiritual insight as well as charm, is a friend who has come to several of our meetings. Mrs. Sally Bruce Kinsolving, too, has often spoken and read, she who as poet and friend to poetry has done so much for the poetic art in Baltimore. From Alexandria has come Caroline Giltinan—Mrs. Leo Harlow, author of *The Divine Image*; from Boston, Mrs. Power Dalton, author of *Star Pollen* and *Turning Earth*. This spring we had with us Mr. Ridgely Torrence, an editor of *The New Republic*, whose book of poems, *Hesperides*, has won almost universal praise. Major Curtis Hidden Page, translator of poems from the Japanese, read from his own work.

Music, poetry's nearest of kin, has also graced some of the meetings. At a semi-annual gathering in Norfolk, Mrs. Emma Grey Trigg, of Richmond, in a bewitching costume of the early eighties, sang old songs and ballads, and on another occasion Miss Elizabeth Eddy Parker, of Massachusetts, gave a beautiful rendering of some folk songs of Italy and France.

The Poetry Society had its inception in

Norfolk at a meeting of the local Poet's Club. Judge Feidelson, who held at that time the chair of journalism at William and Mary College, urged upon the Norfolk poets that they should form a state association. At Williamsburg the Society was begun, with Judge Feidelson as president, Mr. Robert M. Hughes and Miss Ellen Glasgow as vice-presidents, Mrs. Virginia T. McCormick as executive secretary, and Miss Annie Chapman as corresponding secretary and treasurer. President Chandler welcomed the Society so warmly to the old historic halls of his college, so well suited to house the spirit of poetry, that it was determined that all the spring meetings should take place there.

The broom is golden along the Yorktown Road, the violets are blooming in Bruton Churchyard, everywhere loveliness is abroad at this season, giving of its own deep inspiration to poets and poetry lovers so that these spring meetings are memorable occasions indeed.

A few changes have been made in the personnel of the officers of the Society. Dr. Feidelson, on leaving the state, resigned his office, and Mrs. Virginia T. McCormick, poet and editor of *The Lyric*, was made president in his place, while the present writer assumed the post of secretary. On Miss Chapman's declining, owing to pressure of duties, to serve further, Mr. Claude Northern was elected in her stead.

The Poetry Society of Virginia is not for the benefit of any one group or of any special individuals; it seeks to be of service to all who will permit it to serve them in Poetry's name. It hopes to reach out and find—and enroll as members—all those who feel that they may gain pleasure or inspiration through the comradeship in letters that it offers.

MARY SINTON LEITCH,

Secretary of the Poetry Society of Virginia.

POETRY IS NORMAL

That "nobody needs to be a 'highbrow' in order to get what poetry has to give" is an opinion recently expressed by Marguerite Wilkinson, poet and critic. This statement appears in her reading course, *The Poetry of Our Own Times*, a little book which is now available at many libraries.

In a few pages Mrs. Wilkinson introduces the reader to some of the writers of our day whose poems will give keen pleasure to "all normal people who dance at parties, sing hymns in church, and enjoy the quick beauty of the world."

Among the twenty or more English, Irish, and American poets whom Mrs. Wilkinson singles out are Masfield, Housman, Yeats, Stephens, Robinson, Masters, and Millay.

She tells the reader something about the writing of each and mentions a few of their poems which are likely to appeal to the new reader of poetry. Following this introduction Mrs. Wilkinson recommends a few collections in which the reader can discover, with the help of the suggestions given in the introduction, poems to suit his taste.

This is one of the courses in the "Reading with a Purpose" series published by the American Library Association, Chicago.

TYPICAL ERRORS IN FRESHMAN ENGLISH

The following statement of errors found in the work of freshmen in the State Teachers College at Fredericksburg, Virginia, was prepared by Miss Lula C. Daniel, head of the English department, for presentation before a district group of English teachers meeting at Fredericksburg:

Lack of sentence sense. (1—4 Capital and period in the middle of the sentence. 5—9 Capital and period omitted.)

1. It is more necessary than ever for girls to be independant. For we know not what will happen.
2. When I chose Fredericksburg State Teacher College as my college from a

number of other colleges which I might have attended this year, I chose it for many reasons. On account of the courses offered, the location of the college, the old historical town in which the college is located," etc.

3. People are not only being taught to care for their own health but for the health of others. For examples doctors and nurses.
4. The scientific method *is when* a story is *recorded down*. For instance a earthquake.
5. I wish they would stop playing the piece it is ugly.
6. The essay is very artistic, one cannot help noticing the good form.
7. His work is on a much higher plane than that of most writers, he challenges the intellect.
8. His sentences are long and complicated but not tiresome, they hold my attention.
9. Observation *is when* you are observing some individual. For instance you are in *Washington* that person has to be there *to* before you can observe him.

Use of the comma instead of the semicolon before conjunctive adverbs.

1. There is time for all things, therefore put lessons in their correct place.
2. She noticed him and fell in love with him, so they were married.
3. He begins his essay with some interesting statement, then a little later he gives the full meaning of his statement.

Misuse of the semicolon.

1. I like Lamb as an essayist; because he is interesting.
2. This principle; however, is not the accepted one.

Misuse of the comma.

1. I also sincerely hope that anyone who may read this estimate, may become sufficiently interested to read some of Lamb.
2. If the training school were larger the

practice teachers could give more time and, better lessons to the students.

Misuse of the apostrophe with possessive pronouns.

1. Its' rooms are badly worn.
2. The book was theirs'.

Misuse of pronouns. (1—2 shifting person. 3—7 Shifting number. 8—9 *Which* used without an antecedent.)

1. If I *were to a school for distance* I could not see my parents, and go home week-ends. If *you* are lonesome and blue and you see someone from home *it* cheers *you* up.
2. When a *student* realizes that all of his fellow students are at that time, concentrating their minds upon study, *it* makes *you* more willing and anxious to study.
3. There are many reasons why learning to swim can help *one* in *their* life.
4. I think *everyone* should indulge in some sport to cheer *them* up.
5. A *pupil* should arrange to have regular study hours when *they* first enter college.
6. I think that the *girl* of today needs an education more than *they* ever did before.
7. It is embarrassing to be talking with a *person* and not understand what *they* say.
8. All students have the privilege of going to town on this afternoon *which* affords pleasure.
9. Its rooms and walls are badly worn, *which* have much to do with the disfiguring of the building.

BOOKS ON LITERARY PLACES

A bibliography of material useful as aids to visualization in the study of literature is offered by Robert L. Lane, of the University High School, Eugene, Oregon, in the May issue of *The High School*, published at the University of Oregon. The book-list is taken from an article on "Getting the Flavor of Literature."

Adcock, Arthur St. John, *Famous Houses and Literary Shrines of London*. London: J. M. Dent. New York: E. P. Dutton and Company, 1912.

Ashton, John. *Social England Under the Regency*. Chatto and Windus.

Boas, Ralph Philip and Hahn, B. M. *Social Backgrounds of English Literature*. The Atlantic Monthly Press. Boston, 1923.

Cooper, A. Heaton, and Palmer, William T. *The English Lakes*. A. and C. Black, London, 1915.

Crockett, W. S. *The Scott Country*. A. and C. Black, 1905.

Dark, Sydney (Illustrated by Joseph Pennell). *London*. Macmillan and Company, Ltd. London, 1914.

Douglass, C. S. *The Burns Country*. A. and C. Black. London.

Emerson, Ralph Waldo. *English Traits*. Various editions.

Grant, Arthur. *In the Old Paths*. Houghton Mifflin Company, 1914.

Griggs-Lucas. Frederick L. Griggs and Edward Verral Lucas. *Highways and Byways in Sussex*. Macmillan and Company Ltd. London, 1921.

Harper, Charles G. *The Ingoldsby Country*. A. and C. Black, London.

Harper, Charles G. *The Hardy Country*. A. and C. Black, London.

Howells, W. D. *London Films*. Various editions.

Kitton, F. G. *The Dickens Country*. A and C. Black, London, 1911.

Lucas, Edward Verral. *More Wanderings in London*. 16 Drawings in color by H. M. Livens. George H. Doran, New York, 1916.

Mabie, Hamilton Wright. *Backgrounds of Literature*. Macmillan, 1904.

McMahon, A. B. *With Wordsworth in England*. Chicago: A. C. McClurg Co.

Melville, Lewis. *The Thackeray Country*. A. and C. Black, London.

Olcott, Chas. S. *The Country of Sir Walter Scott*. Houghton Mifflin Company, 1913.

Ransome, Arthur. *Bohemia in London*. Dodd Mead Company, 1907.

Roscoe, E. S. *The English Scene in the 18th Century*. G. P. Putnam's Sons, 1912.

Schelling, Felix. *The Queen's Progress*. Deals with Elizabethan times.

Shelley, Henry C. *Literary By-Paths in Old England*. Little, Brown and Company, 1909.

BETTER CULTURAL BACKGROUND
FOR CITY TEACHERS

That 50 per cent of the principals and other supervisors of elementary and high schools and normal school faculties of the District of Columbia be employed each year from outside the District, in order to mitigate the deleterious effects of taking a large proportion of grade teachers from the normal schools of the District, is recommended by a committee of three specialists from the Bureau of Education of the Interior Department. These men recently made a survey of the two normal schools in Washington at the request of the board of education of the District of Columbia. It was further suggested by the committee and approved by the United States Commissioner of Education, Dr. Jno. J. Tigert, that all new appointees to teaching positions in normal schools should have received the master's degree and have at least 30 semester hours of professional work in addition to two years of supervised teaching experience.

It was recommended that the course of study of the normal schools be extended to three years in order to strengthen the educational and cultural background of the teachers. Other suggestions were that all high-school students who rank in the upper half of their classes for the last two years of high school, who can pass a strict physical examination and who rate high on personal qualifications score card shall be eligible to admission to normal schools; that high-school graduates who do not rank in the upper half of their classes, but possess all other requirements shall be admitted on attaining a standard score in a standardized achievement or intelligence test; that provision for teacher training be made for all graduates of Washington high schools who are residents of the District of Columbia, without restrictions as to their future place of employment, provided they meet the requirements for entrance; and that scholar-

ships be provided at public expense in local colleges and universities for graduates of Washington high schools who wish to become high-school teachers.

SUMMER STUDY IN ATMOSPHERE OF MUSIC

An institute of music education will be a feature of the summer session of Pennsylvania State College. Though intended primarily for teachers and supervisors of school music, for whom special campus accommodations have been provided, individual instruction in instrumental and vocal music will be available to academic students in the summer school. The atmosphere will be dominantly musical. The curriculum has been carefully planned, and has the approval of the State department of public instruction. It carries approximately 78 credits of music and 60 credits of academic subjects, leading to the degree of bachelor of arts in the school of education.

PHYSICAL EDUCATION IN OHIO HIGH SCHOOLS

Reports from 202 high schools in places of more than 2,000 inhabitants in Ohio indicate that physical education is required of all students in 60 per cent of the schools, according to a study by Samuel H. Cobb, reported in Educational Research Bulletin. Athletic fields are possessed by 69 per cent, and a playfield by 24 per cent of the schools. A teacher of physical education is employed in 52 per cent of the schools, and 93 per cent have school coaches. Only 40 per cent of the student body participate in intramural athletics. Physical and medical examinations are required of all pupils in 25 per cent of the cities, and in 53 per cent it is required of athletes only. A commissioner of athletics for high schools has been appointed recently in Ohio, and state law requires physical training 100 minutes a week. Sixty-five per cent of the schools reporting give an average of two periods a week to physical education.

THE VIRGINIA TEACHER

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Editors

James C. Johnston

Conrad T. Logan

Henry A. Converse, Business Manager

Clyde P. Shorts, Circulation Manager

Advisory Board

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Manuscripts offered for publication from those interested in our state educational problems, should be addressed to the editors of *The Virginia Teacher*, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

THE FOURTH "R": RECREATION

Writing in the *Sierra Educational News* for June, J. W. Faust, chairman of a national committee on health education, says:

Schools and communities are awake to the fact that the fourth "R" in children's education has been considerably neglected. They are making provision for Recreation as well as for Readin', 'Ritin', and 'Rithmetic. Play fields and gymnasia and recreation leaders are increasing by hundreds every year because of this new realization of the old truism that a sound body is necessary to a sound mind. And lately we have found other very vital reasons for the direction of children's play life.

Character is built—or broken—in leisure hours. The recreation of boys and girls today determines to a great extent what kind of citizens we shall have tomorrow. Juvenile delinquency cases have dropped 50 per cent and more in many neighborhoods after directed playgrounds have been established. Fatal street accidents to children are much fewer in districts amply supplied with directed playgrounds than in districts not so well supplied with these facilities, according

to a recent survey by the National Safety Council.

ATTENDANCE IN HIGHER INSTITUTIONS INCREASING HEAVILY

Registration in 913 colleges, universities, and professional schools of the United States increased nearly six times as rapidly as population in the 34 years from 1890 to 1924. From 121,942 in 1890 the number of students in these institutions mounted to 664,266 in 1924, a growth of 445 per cent, as shown by statistics compiled by the Interior Department, Bureau of Education, published in Bulletin, 1925, No. 45. During the same period enrollment in secondary schools increased 951 per cent, about 12 times as rapidly as general population, which increased 78 per cent during this time.

Corresponding increase appears in teaching personnel. The number of professors and teachers in colleges, universities, and professional schools of the country, exclusive of instructors engaged in preparatory departments, jumped during this time from 10,762 to 51,907.

The largest collegiate enrollment in any one state during the year 1923-24 was in New York, where 60,623 men and 28,370 women, a student army of 88,993, were attending colleges, universities, and professional schools. Illinois stands next with a total of 60,462, then Pennsylvania, Ohio, Massachusetts, and California. Five other states had each a collegiate enrollment of 20,000 during the year, and 10 other states and the District of Columbia had more than 10,000 students each.

A school of library service is to be established at Columbia University by an amalgamation of the State Library School at Albany and of the training courses heretofore maintained in the New York Public Library. A two-year professional course leading to a degree will be offered, and only qualified college graduates will be admitted.

PLAY PREVENTS DISEASE

Play which is carried on in the open air, which is vigorous and makes use of the more fundamental muscles, promotes health. Organic or degenerative diseases are on the increase today. Exercise is the best known means of developing healthy organs in the body.

The annual death toll from tuberculosis in the United States reaches a total of 120,000. The International Congress on tuberculosis has declared, "Playgrounds constitute one of the most effective methods for the prevention of tuberculosis and should be put to the fore in the world-wide propaganda for the diminution of the unnecessary destruction of human life."

Recent statistics of the Life Extension Institute show increases in death from diseases of the nervous system, heart, kidneys, and liver. The Institute states that the dominating and outstanding cause of the increase is the decrease in outdoor life and vigorous muscular activity.—JOSEPH LEE, in *The Normal Course in Play*.

MORE THAN A MILLION VOLUMES
IN THE UNIVERSITY OF
CHICAGO LIBRARIES

A survey of the University of Chicago Libraries just completed shows that there are now more than a million volumes in the stacks, and that more than 4,000 periodicals are regularly received. There is also a vast number of pamphlets which supplement the store of book and magazine knowledge.

The stock of books is being increased at the rate of approximately 40,000 volumes a year, and about 9,000 pamphlets are added annually. The number of periodicals given does not include regular government reports or publications of learned societies.

Mr. J. C. M. Hanson, Associate Director of the Libraries, in announcing these figures said that "for real research and scientific value the books, periodicals, and treatises of learned societies count" and that some of

the most valuable books today for content as well as rarity are hundreds of years old.

HIGH-SCHOOL PUPILS REVIEW
FUNDAMENTAL SUBJECTS

Possession of a thorough knowledge of the fundamentals is demanded of all pupils before graduation from Trenton (N. J.) Senior High School. A pamphlet, "Minimum Essentials in Spelling," has been issued, and tests covering the 3,000 words in common use must be passed 100 per cent. The writing of each pupil submitted in the course of regular work is carefully scrutinized by teachers, and also examined from time to time by the principal, and any carelessness must be corrected. Another pamphlet, "Minimum Essentials in Arithmetic," has been issued. This contains examples, worked out, of all fundamental processes from addition to formulas for calculation of areas and cubic contents, problems in interest, taxes, banking, and averages. Instructors use this as a basis for review, and pupils must answer correctly 18 of the 20 examples given in each of two tests. After-school classes are arranged for additional drill of pupils who lack required abilities.—*School Life*.

EDUCATION

For the last hundred years we have had "education" driven into our ears until we are sick and tired of the word and look longingly back to a time when people could neither read nor write, but used their surplus intellectual energy for occasional moments of independent thinking.

But when I here speak of "education" I do not mean the mere accumulation of facts which is regarded as the necessary mental ballast of our modern children. Rather, I have in mind that true understanding of the present which is born out of a charitable and generous knowledge of the past.—HEN-DRICK VAN LOON, in "Tolerance."

SERVICE FOR SCHOOL PAPERS

Each month throughout the school year the editors of the *American Boy* will pick from the magazine such articles or extracts from articles as are of special interest to boys and girls in school, reprint them, and mail them to all school papers on their list. Each school paper that asks for the service will be given permission to use any of the material that it wishes.

One of the features that will be made available to school papers in this way is a series of vocational articles, in which great Americans in different lines of work advise *American Boy* readers about choosing their life work. Such men as Charles M. Schwab on business; William Allen White on journalism; President Stratton D. Brooks of the University of Missouri on education, and others just as eminent are supplying the information for this useful series.

To obtain the free reprint service, editors of school newspapers should write to George F. Pierrot, Managing Editor, *The American Boy Magazine*, 550 W. Lafayette Blvd., Detroit, Mich. There is no charge or obligation of any kind.

SCHOLARSHIPS VS. STUDENT LOANS

Four years of experimentation in student loans are reviewed in the annual report of the Harmon Foundation, of 140 Nassau street, New York. In referring to student help in universities and colleges in the United States, the report says:

Four years of experimentation by the Division of Student Loans leads to the conclusion that scholarships in American universities and colleges should, in most instances, be supplanted by properly administered systems for student loans. Two major results to be obtained from such actions are: first, to put students whose eventual earning power will be enhanced as a result of their education in a self-supporting position instead of making them dependent on the

semi-charitable practice of scholarships; and, second, to help institutions now running at a deficit to balance their budgets by charging the educated the cost of their training through the medium of deferred tuition obligation. In addition to the above, it is the feeling of the Division of Student Loans that a loan system, administered in accordance with strict business practice and ethics, offers a practical training in business obligations.

Although this Division began lending money to college students in 1922, it was not until July 1, 1924, that the first test of the efficiency of its methods was made. On that date the initial installments of \$10 were due from those who had graduated in 1923. Since then the successful course of repayments has furnished the Foundation with conclusive evidence supporting its system of lending on business terms, with personal integrity plus a mutual or group guarantee as the basis of security rather than personal endorsement or other forms of collateral.

A one hundred per cent response from borrowers was not expected, nor has it been realized. The Foundation did not enter the field of student loans with any happy illusion that all would settle their obligations strictly in accordance with agreement. Had there been even a reasonable probability of such a situation there would have been little excuse for this trial of the solvency of student character, and certainly no valid reason for developing in advance the strict follow-up program which has been provided as one of the four essential features of this plan for the administration of loans.

Of 357 borrowers whose payments fell due only two have failed to meet their obligation. It is important to note, however, that in no case has there been a repudiation of the obligation.

One outstanding finding of repayment experience has been the fact that students, or rather college graduates as a class, appear to start out with little conception of the well-recognized practices that obtain in all busi-

ness relationships. These borrowers are inherently honest, but are not trained to any careful observance of a financial obligation. This has been shown so frequently as to be characteristic, and appears to indicate a very serious weakness in collegiate or pre-collegiate training. In no school where loans have become due has every borrower made such payment on, or within ten days of, its due date; and it has been observed that the colleges whose student body consists largely of those of very limited means make actually the best showing.

The first of each month is the due date for installments, but in far too many cases borrowers seem to feel that if they get their checks in by the fifteenth, thirtieth, or even early the next month they are in good standing. This is, of course, due to an ignorance of business ethics and entails correspondence which should be unnecessary for the reason that, when once reminded, payment is usually forthcoming with an apology for the delay, although there is often a repetition of the negligence the next month.

SAFE AND SANE?

"For one hundred and fifty years we have celebrated Independence Day by shooting fireworks, and as a result *more lives have been lost in the commemoration of our independence than were lost acquiring it.*" Thus spoke Louis Resnick in an address before the industrial Accident Prevention Conference at Washington, D. C., on July 14. "Each year since the beginning of the safety movement the usual list of Fourth of July *don'ts* has been issued and as regularly disregarded. Last year the American Museum of Safety, deciding to tackle the Fourth of July accident problem in another way, conducted a nation-wide study of the number, nature, and causes of firework casualties.

"This revealed that more than 100 persons—mostly children—were killed and more than 1,000 injured during the Fourth of July celebration; that 19 persons were

blown to pieces; that 37 were burned to death in fires started by so-called harmless sparklers; that 79 were disfigured for life by the loss of arms, legs, fingers, or other mutilation; and that 150 would lose the sight of one or both eyes—all to celebrate our independence as a nation."

TO MAKE NEW YORK AN ENGLISH-SPEAKING CITY

Improving the spoken language of New York's population through the public schools of the city is the purpose of the oral English plan proposed by Associate Superintendent Gustave Straubenmuller and adopted by the board of superintendents. Every school will participate in the plan, from the elementary grades through the high schools and training schools. Every lesson is to be a lesson in English, and the objective is that precision in speech, exactness of statement, and elegance of form may be made common among the children of the city. The use of correct English will be required not only in English classes, but habits of precision in the use of words and accuracy of statement of thought must be stressed in every classroom and upon every occasion.

More than \$158,000,000 was expended for the support of state universities and colleges in the United States during the year ended June 30, 1925, according to reports received by the Interior Department, Bureau of Education. Of this sum salaries of professors and employees absorbed more than half. Purchase of materials and supplies for operation and maintenance accounted for nearly a fourth, and expenditures for land and buildings for more than an eighth of the entire amount.

Half of North Carolina's 86 Negro high schools are regularly accredited, and 16 high schools this year began the publication of school papers.

REVOLUTIONARY LEADERS WERE WELL EDUCATED

Twenty-three of the 56 signers of the Declaration of Independence were college-bred men, nearly all of them graduates, according to *School Life*, a publication of the Department of the Interior, Bureau of Education. Harvard was represented by 8; William and Mary by 3; Yale, 3; Cambridge (England), 3; Princeton, 2; "Philadelphia," 2; Edinburgh, 1; Jesuit College at Rheims, 1. Sixteen others received "excellent" or "classical" education, one of them at Westminster School, London. Two obtained all their formal instruction from tutors; and 16, including Franklin, Wythe, Roger Sherman, and Robert Morris, had but little schooling.

BOOKS

COURAGE OLDER THAN SPELLING

THE FAIRFAX LINE—THOMAS LEWIS'S JOURNAL OF 1746. With footnotes and an index by John W. Wayland. New Market, Virginia: The Henkel Press. 1925. Pp. 97. \$1.50.

Another valuable contribution to Virginia pioneer history was made by Dr. Wayland when he edited *The Fairfax Line*. This book is a verbatim copy of Lewis's original flickering light of the campfire, as he, with journal, the entries in which were made, most likely, day by day, in 1746, by the flickering light of the campfire, as he with a party of other surveyors pressed through almost unbelievable difficulties to survey the boundary of Lord Fairfax's domain. The paging, the quaint abbreviations, and the astonishingly bad spelling, are undisturbed in the printing, and give to the book a charm of its own.

There are just sufficient notes and explanatory material to bring a greater interest, understanding, and appreciation of the journal. But a map of the region described, showing the present location of towns and the probable route followed by the surveyors, would add inestimably to the enjoyment of it.

JOHN C. MYERS

GOOD CITIZENSHIP MEANS CHARACTER

CONDUCT AND CITIZENSHIP. By Edwin C. Broome and Edwin W. Adams. New York: The Macmillan Company. 1926. Pp. 422.

Citizenship is somewhat a matter of habits of conduct built in the early years. But to give such habits permanency in times of stress, there must be added an intelligent understanding of our national institutions. To supply such an attitude is the purpose of this civics text for the junior high school.

Conduct and Citizenship is markedly sound in two respects. First, the authors are in line with current psychology in thinking that integrity of personal character and good citizenship are interwoven. "The person with the highest ideals, with the best principals of life and conduct, who is best disposed towards his neighbors, will be the best citizen." Second, they tend to state the facts in the situation and leave the boy or girl to make up his own mind as to his personal obligation. They thus produce a book much less "preachy" than the usual book of this type, and consequently apt to do far more in directly influencing the ideals of pupils. In other words, the book is wholesome.

KATHERINE M. ANTHONY

EXAMINATIONS THAT EXAMINE

THE IMPROVEMENT OF THE WRITTEN EXAMINATION. By G. M. Ruch. Chicago: Scott, Foreman and Company. 1924. Pp. 193. \$1.80.

PREPARATION AND USE OF NEW-TYPE EXAMINATIONS. By Donald G. Paterson. Yonkers-on-Hudson, N. Y.: World Book Company. 1925. Pp. 87. 60 cents.

RESEARCH FOR TEACHERS. By Burdette Ross Buckingham. New York: Silver, Burdett and Company. 1926. Pp. 386. \$2.20.

These three books on the newer technique of the examination would make a good working library on the subject for both principal and classroom teacher. They are all alike in that they are clearly written, free from unnecessary technical language, concise, and cover the ground indicated in their respective titles.

Ruch's is not an absolutely new book, but one of the best in the field. After discus-

sing the function of the written examination the author considers the characteristics of a good examination. The two chapters of the greatest interest are those on "Types and Construction of the Newer Objective Examinations" and "Experimental Studies of Several Types of Objective Examinations." In the latter chapter examples are given of the same subject matter incorporated in the different types of the newer examinations where comparison may be made of the usability of each. The reliability of each is then discussed, based on careful experimentation. The closing chapter concerns statistical methods relating to examination technique.

Paterson's is a little book as near worth the money as any that has come off the press in many a day. There are just six chapters, but they are filled with information much of which is not to be found in any other book. The two chapters that stand out are "Common Forms of New Type Questions," in which a survey of all the newer forms of examinations is made, and "Advantages and Disadvantages of Each Form of Question," in which all are compared impartially. Teachers of psychology will be interested in the last chapter in which the author illustrates the new type of examination applied to psychology as the subject matter.

Buckingham has written especially for the teacher in the elementary field. He brings together in an accessible way some of the results of research work which the classroom teacher will find most helpful. The author places at the classroom teacher's door the obligation of educational research. The treatment of the subject follows the order found in most of the books on the general discussion of testing, statistics, intelligence tests, educational tests, new-type examinations, grouping and classifying pupils, educational meaning of failure, and individual differences. The last chapter departs from the ordinary treatment in the consideration of the teacher as a research worker.

CLYDE P. SHORTS

TEACHABLE

THE SMITH-BURDGE ARITHMETICS. By David Eugene Smith and Howard Griffith Burdge. Boston: Ginn and Company. 1926. Primary Book, Grades 3 and 4. Pp. 330. 76 cents. Intermediate Book, Grades 5 and 6. Pp. 330. 80 cents. Advanced Book, Grades 7 and 8. Pp. 426. 92 cents.

In these books certain features appeal to the reader at once. First, the mechanical make-up, the good printing, the clear type are attractive. Secondly, the arrangement of the subject matter of the text, while it follows to a certain extent the old topic form, differs from it in that each new topic is introduced in the form of a reading lesson, explaining the need of the topic and the method of solution of the problems arising in it. In general the text follows the present educational tendency in the teaching of arithmetic, meeting the suggestions of the committee of the N. E. A. on the revision of arithmetic.

The books are well graded, and through each is scattered a series of drills and tests which should be invaluable to the teacher. On the whole, this set of books appears to me to be the most teachable I have examined in the last four years.

HENRY A. CONVERSE

MAGIC CASEMENTS

MAGIC CASEMENTS. Compiled by George S. Carhart and Paul A. McGhee. New York: The Macmillan Company. 1926. Pp. 727.

This collection of poetry, as its apt title indicates, is designed to present poems which boys and girls will like and which will lead them to read more poetry. Its four parts correspond roughly to the four years of high school. Its compilers are teachers in the East High School, Rochester, N. Y., where they have evidently tried out the effectiveness of the material here included.

Beginning with poems of spirit and adventure by Carman and Hovey and Stevenson and Masfield, the editors build an enthusiasm that has something to stand on when in the fourth year pupils are confronted with the subtler rhythms and images of

Keats and Shelley and Wordsworth and Milton. (Milton, be it noted, these teachers have reserved as the last poet studied; his Lycidas closes the volume.)

The charm of the volume lies in its defiance of anthology conventions. Poems are not grouped by period, by nationality, by theme, by author, by type. The fundamental principle is to save the hardest till last. Thus, in the words of the Introduction, poetry will seem "not a task, a discipline, a duty, a test of cultivation, a classroom subject necessary for graduation, but an opportunity and a joy, like swimming or tennis—and, like them, not always easily mastered."

C. T. LOGAN

NOT A GAZETEER

THE UNITED STATES. By James Fairgrieve and Ernest Young. New York: D. Appleton and Company. 1925. Pp. 469.

This fourth book in the *Human Geography by Grades* series is organized on the same general plan with the earlier books; that is, the material is grouped around "guide lines" or central topics. "Facts have been chosen to illustrate geographical principles and not to compile a juvenile gazetteer." For this reason the book will serve as a valuable supplementary reader in geography as well as a basal text.

The books in this series are of a size that a child can handle, 5x7½ inches. They are written in a clear, attractive style and, are well illustrated. In fact, the diagrams and maps are most unusual.

KATHERINE M. ANTHONY

OTHER BOOKS OF INTEREST

THE HISTORY OF ARITHMETIC. By Louis Charles Karpinski. Chicago: Rand McNally & Company. 1925. Pp. 200.

To one who is not familiar with the development of the number system in common use, and of its application to the solution of the problems of life, Karpinski's *History of Arithmetic* comes as a revelation.

The difficulties encountered by our ancestors in the solution of even the simpler problems are

given in a way that makes us thankful that we live in this day of simplified methods.

The reproduction of sample pages from the earlier textbooks of arithmetic and the quaint woodcuts with which they were illustrated make for the reader a collection of mathematical antiquities which is of no little interest, while the hieroglyphics of the Egyptians, Babylonians, and Aztecs add further to the interest of the book.

CHOICE RHYTHMS FOR YOUTHFUL DANCERS. By Caroline Crawford, with music by Elizabeth Rose Fogg. New York: The A. S. Barnes Co. 1925. Pp. 103. \$3.00.

An interesting collection of rhythmic dances that should appeal to the dramatic instinct of small children.

The music is well selected with a great variety of subjects that are interestingly chosen. These also give thought on which to work out other dance steps.

Among the dances most easily interpreted are The Swinging Step, The Joy of Morning, The Funny Swagger, Dance of the Highlands, and A Spring Dance. Altogether a delightful selection of rhythms.

M. E. C.

TEXTBOOK OF PHYSIOLOGY. By William D. Zoethout. St. Louis: The C. V. Mosby Co. 1925. Pp. 616. \$4.50.

If you are looking for a textbook for Introductory College Physiology classes, this book will meet your needs. Clarity and comprehensive treatment are outstanding characteristics, thus requiring less reference reading than many books of its kind. Much practical information is given. For instance, the section on sight explains in detail the physics needed for the student to understand the work of the lens and use of glasses. There are numerous illustrations. The book may be used in the half or one year courses.

TOPICAL OUTLINE OF AMERICAN HISTORY. By Albert M. Mallin. New York: Globe Book Company. 1926. Pp. 124. 80 cents.

A manual in outline form presenting American history by topics. It is intended primarily, perhaps, for use in review, for it presupposes the study of the textbook by the usual chronological method. Considerable space is devoted to the topics which are receiving much attention today; social, economical, political, and international aspects of our history are stressed. Questions and jobs on each topic and six specimen examinations covering these topics are included. A most helpful book for the review of American history in the high school.

THE STORY OF OUR COUNTRY. By Ruth West and Willis Mason West. New York: Allyn and Bacon. 1926. Pp. 518. \$1.80.

Pictures, maps, and graphs distributed over one-third of the pages of an elementary American history will certainly make it a more appealing textbook to the elementary school child than is the average history textbook. Numerous "Suggestions and Projects," queries, references, and exercises will aid to make it popular with teachers.

This elementary textbook combines both these desirable features and is at the same time written

in a natural and easily read style. The story is told simply and clearly. It shows the steady growth of democracy, the development of culture, and the industrial progress of our country during the last hundred years. At times the narrative is woven around some figure of national importance, as Columbus, Washington, Lincoln.

AFTER TESTING—WHAT? By Hobart M. Corning. Chicago: Scott, Foresman and Company. 1926. Pp. 213.

Supt. H. C. Corning has completely re-organized the Trinidad, Colorado, schools on the basis of homogeneous grouping after testing. To those who think this sort of grouping the way out of our educational maze, his clear concise account of the working out of the scheme will be most stimulating.

Supt. Corning's basis for the grouping is somewhat unusual: "Classify vertically by mental age and then classify horizontally by intelligence quotient."

THE TEACHER'S TECHNIQUE. By Charles Elmer Holley. New York: The Century Company. 1922, 1925. Pp. 378.

A general survey of the problem of technique in the upper grades and in the high school. Readable, but not particularly stimulating.

NORTHWARD HO. By Vilhjalmur Stefansson and Julia Augusta Schwartz. New York: The Macmillan Company. 1925. Pp. 181.

Although this book is an adaptation from various writings of Stefansson's, Miss Schwartz has done her work so well that it is a complete story. Good for a supplementary reader in the study of the far North, or as legitimate food for the upper grade child's hunger for "thrills."

BOOK OF MODERN ESSAYS. Compiled and edited by John M. Avent. Boston: Allyn and Bacon. 1924. Pp. 244. \$1.20.

An admirable volume originally published in the "Modern Library for High Schools" of Boni and Liveright, now reissued in the series of "Academy Classics" of Allyn and Bacon.

Its tone may be seen from a list of essayists included: William James, E. V. Lucas, H. S. Canby, Chesterton, Agnes Repplier, van Dyke, A. C. Benson, Walter Prichard Eaton, le Gallienne, Crothers, Conrad, Woodrow Wilson, and van Loon.

JOHNNY GOES A-HUNTING. By Cyrus Lauron Hooper. Chicago: Rand McNally Company. 1925. Pp. 200.

A fanciful tale of a small boy's attempt to kill Mr. Bear.

GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH. By William A. Boylan and Albert Taylor. New York: Noble and Noble. 1926. Book One, Grades 4 and 5. Pp. 82. 50 cents. Book Two, Grades 6 and 7. Pp. 103. 58 cents. Book Three, Grades 8 and 9. Pp. 131. 65 cents.

In line with the general movement today to provide material for correct habit formation. These three books contain an abundance of drill material in which pupils learn by repetition correct language forms. Upon the teacher depends to a great measure the effectiveness of this material,

however; a dull teacher can blight such books. But then no drill work is fool-proof!

PROBLEMS IN BLUEPRINT READING. By Drew W. Castle. Peoria, Ill.: The Manual Art Press. 1926. Pp. 87. \$1.44.

Based on the assumption that reading the printed page and reading a mechanical drawing are psychologically similar, this book teaches blueprint reading without giving instructions in drawing.

A PARENT'S GUIDE TO CHILDREN'S READING. By Mary Graham Bonner. New York: Funk and Wagnalls Company. 1926. Pp. 177. \$1.75.

Annotated book lists classified under these heads: Imaginative Books, etc.; Books for Children from Four to Eight; Books of History and Historical Romance; Books of Nature, etc.; Boys' and Girls' Stories; Poetry for Children; Other Books not listed.

GREAT RIVERS OF THE WORLD. By Wilson S. Dakin. New York: The Macmillan Company. 1925. Pp. 204.

A study of the world's great rivers emphasizing their influence on man. Well written with plenty of valuable detail chosen to facilitate the problem attack.

TOPSY TURVY TALES. By Mildred Batchelder. New York: Charles Scribner's Sons. 1926. Pp. 90.

An account of the adventures of the kitten Topsy Turvy and his friends. A silent reader for young children.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

Field Day, May 22, was the big day of the third quarter for the Athletic Association, and the events were more interesting and exciting than usual. Each class was represented, and although the honors for individual events were divided, the Sophomore Class won the day by having the highest number of points.

Another "day" celebrated on the campus this month and new in the annals of H. T. C. this year was the Junior Class day. The rest of the week was considered Junior Week and ended with the class stunt, a play, "The Smyle Shop," written by Mildred Reynolds, of Roanoke, a present Junior.

There is yet another "day" in May—naturally, May Day. Mary Green, of Greenville, was crowned queen and from her throne saw episodes from Shakespeare given.

At the Apple Blossom Festival in Winchester May 4 and 5, the College float won second prize in the parade. "The Wild Rose," an operetta by Rhys-Herbert, was given both nights in the Handley School auditorium by the H. T. C. Glee Club. This was presented here April 23 and in Roanoke May 1.

April 30 the Radford Debating Team debated our team, Virginia Harvey and Mary McNeil, in Sheldon Hall and won the decision of the judges. At the same time, Marion Kelly and Georgie Brockett debated at Farmville, and again the opposing team won. Mr. George W. Chappellear took the debaters in the school Ford and they were accompanied by Mrs. W. B. Varner and Laura Lambert.—April 27, by way of diversion, some of the faculty members are said to have debated in Sheldon Hall.

Entertainments have been plentiful during May, and besides the Junior stunt the Freshman Class had its annual presentation. The student body reviewed their days at H. T. C. in "Freshmen Memoirs," The Athletic Council had a variety show April 24 appearing under the name "Saturday Review." To present the latest styles the Y. M. C. A. had a Fashion Show April 29. This was given to raise money to send representatives to the conference at Blue Ridge.

Everything and everybody is being entertained, it seems. Miss Ruth Hudson entertained the Stratfords at a garden party May 15. Laura Lambert gave a week-end house-party for these fortunate ones, and then in the dining hall there was a farewell banquet.

Mrs. J. C. Johnston had a "house-warming" at her new home, "Edgelawn," April 30, for the varsity basketball squad.

Mrs. W. B. Varner and Miss Clara Turner gave a party in the dining hall for the ladies of the faculty. April 23 these same hostesses entertained the girls who have scholarship work in the dining room. May 6 the Annual Staff had a dinner at Friddle's. The Pi Kappa Omega Society had its last

banquet and an open meeting for the year May 22. May 31 the Glee Club had a dinner in the grill room of Friddle's Restaurant.

Speaking of entertainments reminds one of the May Day baskets all around the campus May 1. Each class gave these to their president, honorary member, big sister, and mascot.

May gifts to some girls have been invitations to join various societies. The literary societies have taken in new members. Virginia Turpin and Virginia Buchanan are new Pi Kappa Omega members. The societies have all elected their officers for the Fall Quarter of next year.

Excitement of assorted types reigned May 10 when Billy Sunday talked in chapel. May 12 Mr. Homer Rhodeheaver talked and the student body realized their treat. Other speakers in chapel have been Bishop Bell, Reverend J. J. Rives, Reverend H. E. Beatty, Reverend James Witherspoon, Mr. Harry Strickler, Dr. H. D. Campbell, of Washington and Lee University, and Miss Roberta Carnes, of the national Woman's Christian Temperance Union. The chapel programs have been varied; during National Music Week the Æolians gave a program consisting of talks and musical numbers. The Music Department joined in the Music Week parade May 8. The same evening the Negro Glee Club of the Virginia Normal and Industrial Institute gave a selection of folk songs to the faculty and student body.

Doris Kelly has been elected president of the Athletic Association for the coming year. Lorraine Gentis has been elected editor of *The Schoolma'am* for next year, and Lucy Gilliam business manager. Hilda Blue is future editor of *The Breeze*, and Mary Fray business manager.

Charlotte Lacy, a member of the Music Department, gave a piano recital May 12. The Expression department gave an open recital May 21.

Commencement fills the minds of every-

one at present, and the Seniors and Sophomores are being entertained at every turn. The final exercises will take place June 8.

ALUMNÆ NOTES

The recent commencement was much enhanced by the presence of a large number of "our girls" who came back for the week or for a few days. Some came for the week-end at Blue-Stone Hill and then returned for the joys and the tragedies of final examinations in their own schools. We bid them welcome! Their visits are always an uplift to those of us who work here, and they, we trust, get a renewed grip on the fine things of life by the rekindling of memory's fires. We trust that as the years go by more and more of the students of former days will return each year—not only at commencement, but whenever they find it possible to do so.

Katie Winfrey, a member of the class of 1913, sends greetings from her home in Culpeper.

Thelma Phaup writes from Rescue, in Isle of Wight County, where she is doing good work as a teacher.

Bertha McCollum, who taught at Winston-Salem, N. C., during the second half of last session, returned to college for her degree in June.

Ruth Frankhouser, who has been making a fine record in Winston-Salem as a supervisor of physical education, has returned to college for a summer course.

Annie Troth sends a word of greeting from Alexandria, where she has been teaching during the past session,

Lucile Early (Mrs. Albert Fray), whose home is at Advance Mills, Albemarle County, taught last session at Earlysville. She was able to "keep house" and "keep school" at the same time.

Edna Scribner, since taking her A. B. degree at the University of Virginia, has engaged in school work in the city of Charlottesville.

Mr. E. H. Munch, of Shenandoah County, who took a summer course here several years ago, has been principal of schools in Virginia and one or two other states. This summer he is back for another course of study at Blue-Stone Hill.

Ada Lee Berry, who took her B. S. degree here in 1919, has been making a fine record. Last session she taught at Blackstone, Va.

Pauline Callender, who has been dean of girls at Greenbrier College, Lewisburg, W. Va., has returned for additional work at Alma Mater.

Kathleen Watson, who has taught several years in Charleston, W. Va., has returned to Harrisonburg to continue work towards her degree.

Flossie Winborne, who with her two sisters has been here in past sessions, has returned for further work in the college.

Kathryn Willson, a member of the class of 1921, has returned to Harrisonburg as Mrs. Howard, wife of Dr. E. P. Howard.

Edna Dechert, in the First National Bank, and Delucia Fletcher, in the Rockingham National, are making their marks in the financial world.

Elsie Proffitt and Loudelle Potts have been teaching in Winchester. We have a suspicion that they had a hand in making that exquisite float with which the Handley Schools kept our girls from taking first prize in the Apple Blossom pageant. And we should not overlook the fact that Winchester can boast of several more Harrisonburg girls among its efficient teachers.

As usual, this June has been a good month for brides. The following list of marriages is by no means complete, but it will indicate what is going on and will also serve as evidence of our interest and good wishes.

May 14, Elizabeth Ewing to Mr. Edgar Chambers, at Williamson, W. Va.;

June 12, Adah Long to Mr. Eugene H. Piggott, at Herndon, Va.; at home after June 25, at Vienna, Va.;

June 14, Katharyn Sebrell to Mr. Chesterfield C. Critzer, Jr., at Charlottesville;

June 19, Fannie Lee Woodson to Mr. Chester L. Goodwin, at Harrisonburg; at home after July 1 at Alexandria;

June 22, Ione Bell to Mr. H. Forrer Rolston, at Harrisonburg.

Miss Katie Lee Ralston, fifth grade supervisor in the Harrisonburg Training School, is the author of an entertaining article which appeared in the *Journal of the National Education Association* for June, 1926, under the title, "The Resurrection of Miss Sara." Utilizing the story form, Miss Ralston tells of a teacher whose rebirth dated from her determination to attend a distant and expensive summer school for teachers.

MARRIAGE ITSELF NOT A BAR TO TEACHING

"Women teachers must not be dismissed merely because they are married." This is the gist of a decision recently rendered in a test case brought into an English court. The decision is of far-reaching importance. The plaintiff, Mrs. Ethel Short, has been an assistant mistress in a council school in Dorsetshire since 1914. She married in 1921, and in July, 1924, she and other married women employed as teachers by the same local education authority received notice terminating their engagements. The chancery court decided that the notice was invalid and ordered the corporation to pay the costs.

Of about \$13,000,000 expended for public education in South Carolina last year, nearly \$10,000,000 was voted in special elections by the people themselves.

A national parent-teacher association of Negroes was organized in May, during the meeting in Atlanta, Ga., of the National Congress of Parent-Teacher Associations. Colored people representing five states attended the meeting, and the colored national

association was formed with the assistance of officers of the national congress.

CHURCH MUSIC A UNIVERSITY STUDY

A chair of church music will be established this fall in the school of music of Northwestern University, Evanston, Ill. The new department, made possible by a gift of \$100,000 from the Carnegie Corporation, will institute courses in the history of music, including an introduction to ritualistic music of the Hebrews and study of forms of church music from early Christian times to the present. Community singing will also be taught.

The General Education Board during the past year made an appropriation aggregating \$24,534 to the State departments of education of two States, payable in annual installments over a period of two or three years, to assist in maintaining divisions of schoolhouse planning in those States.

OUR CONTRIBUTORS

HELEN M. WALKER received the bachelor's degree from the State Teachers College at Harrisonburg in June, 1926. Miss Walker, during her four years in college, was an active member of the Glee Club, the Choral Club, and the Æolian Music Club.

DORIS PERSINGER was editor of *The Breeze*, student newspaper, during her senior year in college, and graduated in the Class of 1926. Miss Persinger was a delegate to the Columbia Scholastic Press Association at its spring meeting in New York.

LOUISA PERSINGER is a B. S. graduate of Harrisonburg, Class of 1926. She directed the fourth grade children in their Flower Show in November, 1925.

MARIE ALEXANDER is supervisor of the fourth grade in the Training School at Harrisonburg.

ETHEL HINEBAUGH is also a June graduate from the State Teachers College at Harrisonburg.

HELEN YATES is a senior in the College. She has been specializing in Latin for several years.

MARY SINTON LEITCH is secretary of the Poetry Society of Virginia. Her address is Lynnhaven, Virginia.

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